DOCUMENT RESUME

ED 233 082 TM 830 542

TITLE Basic Skills Achievement, 1981-82.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO AISD-ORE-8139
PUB DATE [82]
NOTE 36p.; for related documents, see ED 228 249-250.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Basic Skills; Elementary Secondary Education; Local Norms; National Norms; Scores; *Standardized Tests; *Testing Programs; *Test Norms
IDENTIFIERS *Austin Independent School District TX; Iowa Tests of Basic Skills; Metropolitan Readiness Test; Sequential Tests of Educational Progress

ABSTRACT

The Austin Independent School District (AISD) office of Research and Evaluation presents Basic Skills Achievement, 1981-82 (BSA). The BSA answers the following questions: (1) How does AISD student achievement compare to student achievement nationwide? (2) How does AISD's 1981-82 student achievement compare to the achievement of students in past years? (3) How large were the achievement gains made by AISD students in 1981-82? (4) What was the impact of the change in the policy for inclusion of special education students in standardized testing? (5) How did AISD entering first-grade students perform on the Metropolitan Readiness Tests? (6) How do AISD students compare with others taking college admission tests? (7) What do AISD teachers and administrators say about basic skills achievement? (8) How do 1981-82 AISD demographic data compare to past years? (9) What other information should be considered to determine if basic skills have improved in AISD? (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233082

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Senior Evaluator:
Glynn Ligon, Ph.D.

Evaluator:
M. Kevin Matter

Testing Technician:
Nancy Lanier

Evaluation Assistants:
Phil Jones
Rick Battaile

Programmers:
Jose Bazan
Tom Roudebush

Secretary:
Irene Fabian

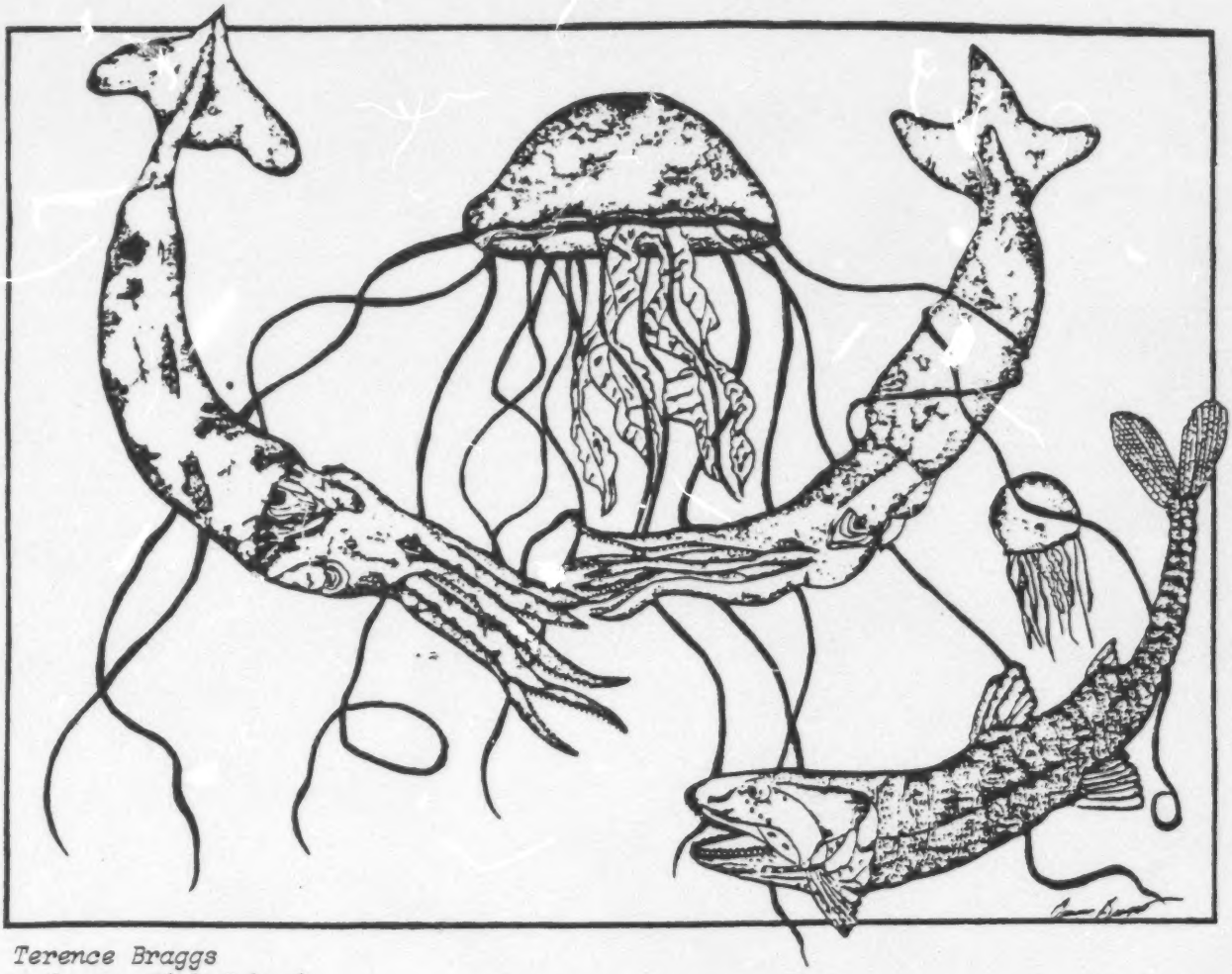
BASIC SKILLS ACHIEVEMENT

1981-82

Approved:

Freda M. Holley

Freda M. Holley, Ph.D.
Director of Research and Evaluation



Terence Braggs
Anderson High School

Basic Skills Achievement

81.30

FINAL REPORT

Project Title: Basic Skills Achievement

Contact Person: Kevin Matter, Glynn Ligon

Major Positive Findings:

1. Students in AISD achieve above the national average in every area and in every grade with only these exceptions: twelfth-grade reading and kindergarten language scores are at the national average; and kindergarten listening and math scores are just below the national average.

2. Achievement in grades 1-8 is clearly up across the last three years.

3. Between grades 3 and 8, the yearly achievement gains for AISD students are higher than normally expected.

4. Kindergarten students made a 9.5 month achievement gain in 7 months on the ITBS Language Test.

5. From 1980 to 1982, the general trend has been upward on the TABS (grades 3, 5, and 9). The greatest improvement has been at grade 3.

Major Findings Requiring Action:

1. High school students remain above the national average from grades 9-12, but they demonstrate small declines in their percentile ranks. This is most clear in reading skills.

2. The group of students entering grade 5 in 1982-83 has been a relatively low-achieving group across grades 2-4. Their progress warrants attention as they continue into grade 5.

HOW DOES AISD STUDENT ACHIEVEMENT COMPARE TO STUDENT ACHIEVEMENT NATIONWIDE?

- Students in AISD achieve above the national average in every area and in every grade with only these exceptions:
  - Kindergarteners are at the national average in language and just below in listening and math skills.
  - Twelfth graders are at the national average in reading skills.
- AISD students' highest achievement is in:
  - Language skills in grades K-8.
  - Math computation in grades 9-12.
- AISD students' lowest achievement is in:
  - Math in grades 1-8.
  - Reading in grades 9-12.
- The average student in AISD outperforms three fourths of the students in other urban school districts.

Achievement in grades 1-12 is above the national average (1978 norms) in every area, except for reading at grade 12 which is at the 50th %ile (Figure 1).

- The area of highest achievement in grades 1-8 most often is language, with AISD averages from 2-22 percentile points above the national average (Figure 2).
- Lowest achievement for students in grades 1-8 is usually in math, although math is still above the national average by 1-9 percentile points.
- Achievement in grades 1-8 is substantially above average compared to students in other urban settings (Figure 3). AISD medians range from the 72nd to the 86th percentile.

AISD high school students can be compared to two nationwide reference groups from 1970 and 1978. The national sample who took the test in 1970 used the form given in AISD. The 1978 sample took a 1978 revision of the STEP, and then the two test editions were equated. (See Figure 4.)

- Compared to students nationwide in 1978, AISD students in grades 9-12 are achieving highest in Math Computation, scoring 11-21 percentile points higher than the norm group. Reading is the lowest achievement area in grades 9-12.
- Compared to students tested nationwide in 1970, achievement in grades 9-12 is highest in Math Basic Concepts and lowest in Mechanics of Writing.

This year all kindergarten students were also tested in April.

- Students in AISD kindergarten classes achieved at the national average in language (50th %ile) and at the 48th %ile in both listening and math (Figure 5).

(Text continues on page II-8.)

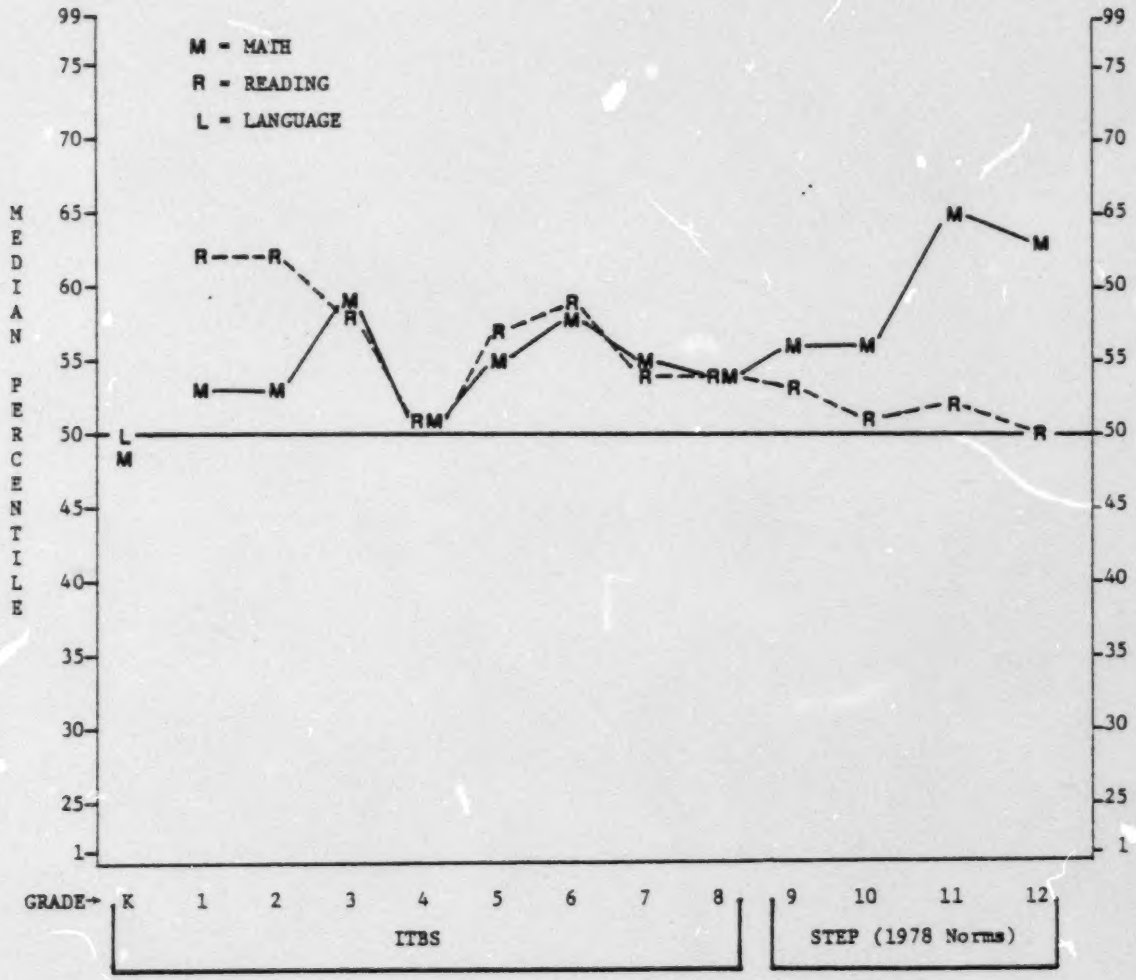


Figure 1. AISD MEDIAN PERCENTILES, 1981-82, 1978 NORMS, GRADES K-12.

NOTE: Grades K-6 exclude scores for special education students receiving at least 1 hour per day of services. Grades 7-12 exclude students only if they receive more than 3 hours per day of special education services.

GRADE	ETHNICITY	READING TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	42	42	44	1.62	1.62	1.67
	Hispanic	46	45	47	1.70	1.68	1.72
	Other	77	80	80	2.48	2.61	2.59
	Total	61	63	62	2.08	2.12	2.10
2	Black	36	36	43	2.45	2.45	2.65
	Hispanic	33	40	42	2.38	2.59	2.65
	Other	77	80	80	3.56	3.68	3.67
	Total	58	60	62	3.03	3.10	3.15
3	Black	30	34	37	3.12	3.25	3.38
	Hispanic	34	35	47	3.27	3.31	3.68
	Other	69	71	73	4.54	4.60	4.67
	Total	54	53	58	3.98	3.94	4.10
4	Black	23	25	32	3.82	3.92	4.18
	Hispanic	30	31	31	4.11	4.14	4.13
	Other	74	72	68	5.82	5.73	5.57
	Total	56	53	51	5.06	4.97	4.88
5	Black	26	25	29	4.85	4.85	5.00
	Hispanic	31	35	35	5.08	5.21	5.24
	Other	72	76	74	6.82	7.04	6.92
	Total	55	59	57	6.06	6.21	6.13
6	Black	20	27	28	5.39	5.78	5.84
	Hispanic	26	32	36	5.69	6.01	6.19
	Other	69	74	74	7.77	8.01	8.04
	Total	52	57	59	6.95	7.14	7.25
7	Black	19	25	28	5.89	6.25	6.47
	Hispanic	23	29	33	6.13	6.49	6.71
	Other	67	71	71	8.61	8.74	8.80
	Total	49	52	54	7.62	7.82	7.94
8	Black	18	23	26	6.59	6.87	7.20
	Hispanic	24	26	30	7.04	7.19	7.51
	Other	67	69	71	9.60	9.75	9.84
	Total	47	51	54	8.47	8.71	8.90

GRADE	ETHNICITY	MATH TOTAL					
		PERCENTILES			GRADE EQUIVALENTS		
		79-80	80-81	81-82	79-80	80-81	81-82
1	Black	34	33	36	1.53	1.51	1.57
	Hispanic	38	40	40	1.60	1.64	1.65
	Other	64	68	68	2.08	2.15	2.16
	Total	51	53	53	1.82	1.86	1.87
2	Black	32	31	35	2.43	2.40	2.49
	Hispanic	34	40	41	2.47	2.59	2.62
	Other	63	65	66	3.12	3.17	3.19
	Total	50	50	53	2.82	2.82	2.87
3	Black	30	33	38	3.29	3.35	3.48
	Hispanic	35	36	49	3.42	3.45	3.78
	Other	67	67	72	4.30	4.30	4.44
	Total	53	52	59	3.88	3.85	4.06
4	Black	27	31	34	4.09	4.21	4.30
	Hispanic	36	36	37	4.38	4.35	4.41
	Other	71	67	66	5.49	5.36	5.32
	Total	56	52	51	4.97	4.87	4.85
5	Black	29	33	34	5.03	5.07	5.23
	Hispanic	37	38	41	5.32	5.37	5.47
	Other	67	72	71	6.49	6.66	6.61
	Total	53	55	55	5.95	6.01	6.01
6	Black	27	28	31	5.83	5.89	6.02
	Hispanic	35	37	40	6.15	6.29	6.37
	Other	71	71	72	7.67	7.70	7.73
	Total	56	57	58	7.00	7.07	7.10
7	Black	22	30	30	6.33	6.72	6.71
	Hispanic	31	36	38	6.76	7.03	7.14
	Other	69	70	70	8.57	8.58	8.59
	Total	51	54	55	7.74	7.88	7.92
8	Black	19	23	29	7.04	7.32	7.64
	Hispanic	29	31	36	7.62	7.76	8.01
	Other	66	70	70	9.40	9.56	9.58
	Total	48	51	54	8.56	8.73	8.87

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, BY ETHNICITY, 1979-80 THROUGH 1981-82. Students at grade level would receive an X.8 grade equivalent median in grades 1-6 and an X.67 median in grades 7 and 8. The median percentile rank for the national norm group is 50 for all grades.

(Page 1 of 2, Reading Total and Math Total.)

GRADE	ETHNICITY	LANGUAGE TOTAL*					
		PERCENTILES			GRADE EQUIVALENTS		
		79–80	80–81	81–82	79–80	80–81	81–82
1	Black	44	48	47	1.67	1.74	1.73
	Hispanic	46	46	48	1.71	1.70	1.75
	Other	68	75	76	2.39	2.73	2.77
	Total	57	60	62	1.97	2.07	2.12
2	Black	45	50	56	2.67	2.80	3.01
	Hispanic	41	47	49	2.56	2.73	2.79
	Other	69	73	72	3.62	3.79	3.74
	Total	59	61	62	3.14	3.27	3.29
3	Black	43	49	53	3.61	3.83	4.00
	Hispanic	46	50	63	3.70	3.87	4.40
	Other	76	78	80	5.01	5.12	5.23
	Total	64	65	72	4.47	4.51	4.80
4	Black	35	44	48	4.20	4.62	4.78
	Hispanic	41	47	49	4.51	4.77	4.84
	Other	74	74	74	6.04	6.05	6.01
	Total	60	62	62	5.32	5.44	5.40
5	Black	38	40	47	5.24	5.33	5.69
	Hispanic	40	46	51	5.33	5.61	5.86
	Other	73	78	77	7.07	7.36	7.31
	Total	59	64	65	6.33	6.59	6.61
6	Black	31	40	41	5.76	6.31	6.38
	Hispanic	35	42	47	5.98	6.44	6.70
	Other	68	74	75	7.90	8.26	8.35
	Total	54	60	63	7.12	7.47	7.65
7	Black	24	35	40	5.88	6.63	6.97
	Hispanic	31	38	43	6.32	6.86	7.19
	Other	67	71	74	8.73	9.03	9.22
	Total	50	57	62	7.67	8.15	8.42
8	Black	22	29	38	6.65	7.13	7.88
	Hispanic	31	34	43	7.28	7.52	8.23
	Other	64	71	74	9.64	10.10	10.35
	Total	48	57	62	8.56	9.16	9.50

*For grades 1 and 2, Spelling is the only language test.

GRADE	ETHNICITY	WORD ANALYSIS (Grades 1 & 2 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79–80	80–81	81–82	79–80	80–81	81–82
1	Black	46	43	44	1.71	1.64	1.65
	Hispanic	48	45	50	1.76	1.69	1.80
	Other	73	76	76	2.47	2.60	2.58
	Total	63	61	60	2.16	2.15	2.13
2	Black	39	40	44	2.44	2.47	2.63
	Hispanic	40	44	45	2.48	2.60	2.64
	Other	74	76	77	3.69	3.79	3.81
	Total	60	60	64	3.14	3.13	3.27

GRADE	ETHNICITY	WORK-STUDY TOTAL (Grades 3-8 Only)					
		PERCENTILES			GRADE EQUIVALENTS		
		79–80	80–81	81–82	79–80	80–81	81–82
3	Black	33	36	42	3.21	3.32	3.52
	Hispanic	39	40	52	3.43	3.44	3.95
	Other	70	70	74	4.51	4.51	4.66
	Total	56	55	62	3.99	3.94	4.23
4	Black	28	31	38	3.92	4.03	4.31
	Hispanic	39	39	41	4.35	4.37	4.45
	Other	72	73	71	5.70	5.74	5.66
	Total	57	57	56	5.06	5.06	5.01
5	Black	34	33	39	5.05	5.04	5.29
	Hispanic	41	43	47	5.39	5.47	5.65
	Other	70	77	76	6.73	7.03	6.97
	Total	58	62	62	6.15	6.35	6.31
6	Black	25	28	33	5.72	5.70	5.97
	Hispanic	30	40	43	5.84	6.29	6.44
	Other	68	71	73	7.62	7.84	7.98
	Total	53	57	61	6.85	7.07	7.28
7	Black	21	28	29	5.98	6.40	6.43
	Hispanic	26	33	33	6.25	6.70	6.73
	Other	64	68	70	8.42	8.69	8.81
	Total	45	52	53	7.35	7.73	7.84
8	Black	19	25	29	6.60	6.99	7.30
	Hispanic	27	29	37	7.17	7.28	7.82
	Other	63	69	72	9.44	9.80	9.94
	Total	45	49	56	8.32	8.65	9.02

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, 1979-80 THROUGH 1981-82.

(Page 2 of 2, Language Total, Word Analysis, and Work-Study Total.)

81.30

GRADE	ETHNICITY	READING TOTAL	LANGUAGE TOTAL*	WORK-STUDY TOTAL**	MATH TOTAL
1	Black	66	62	72	56
	Hispanic	66	65	74	63
	Other	88	87	87	82
	Total	79	74	80	72
2	Black	71	72	73	58
	Hispanic	71	67	73	63
	Other	89	84	90	83
	Total	82	78	85	74
3	Black	66	73	66	62
	Hispanic	73	79	77	72
	Other	89	89	88	86
	Total	81	85	81	80
4	Black	64	71	64	59
	Hispanic	62	71	70	62
	Other	88	87	89	85
	Total	79	80	80	77
5	Black	63	71	68	59
	Hispanic	67	74	76	68
	Other	91	89	91	89
	Total	82	83	85	79
6	Black	60	69	64	57
	Hispanic	70	73	73	67
	Other	91	90	91	90
	Total	85	84	86	82
7	Black	62	68	59	56
	Hispanic	66	70	66	66
	Other	91	90	92	90
	Total	83	84	84	82
8	Black	61	68	61	59
	Hispanic	67	72	72	68
	Other	92	91	92	90
	Total	86	85	86	83

*Spelling in grades 1 and 2.
**Word Analysis in grades 1 and 2.

Figure 3. URBAN NORMS—AISD MEDIAN PERCENTILES, 1981-82, GRADES 1-8.

TEST	ETHNICITY	All Students Tested				Students Tested Both Fall & Spring			
		Percentiles		Grade Equivalents		Percentiles		Grade Equivalents	
		Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982	Fall, 1981	Spring, 1982
Language	Black	14	23	P.66	K.14	14	23	P.66	K.14
	Hispanic	19	32	P.74	K.34	20	34	P.75	K.37
	Other	45	63	K.13	1.78	51	65	K.25	1.36
	Total	29	50	P.88	K.80	32	52	P.92	K.87
Listening	Black		30		K.43				
	Hispanic		36		K.57				
	Other		62		1.08				
	Total		48		K.80				
Math	Black		28		K.27				
	Hispanic		30		K.36				
	Other		61		1.12				
	Total		48		K.77				

NOTE: Fall percentiles will underestimate actual achievement levels because AISD tested six weeks before the date the ITBS was normed.

Figure 5. ITBS MEDIAN PERCENTILE AND GRADE EQUIVALENT SCORES FOR KINDERGARTENERS, FALL AND SPRING, 1981-82.

1978 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	37	36	36	37	37	26	25	27	27	-	32	33	33	40	33	30	29	30	30	30	22	23	22	23	-	27	27	28	-	32
	HISP.	37	37	43	39	43	28	28	33	34	-	38	43	47	48	47	32	32	39	37	39	24	24	28	24	-	31	31	33	-	36
	OTHER	64	63	65	63	64	63	63	67	67	-	75	75	78	79	78	67	65	71	70	71	60	59	62	63	-	68	69	72	-	73
	TOTAL	56	53	53	52	53	50	47	49	50	-	60	59	62	62	61	57	55	55	55	56	44	39	41	39	-	52	50	55	-	58
10	BLACK	33	34	34	34	38	26	29	30	29	-	30	40	40	40	42	27	29	29	29	31	16	20	18	20	-	26	33	31	-	34
	HISP.	38	39	38	39	39	33	34	32	35	-	42	49	50	56	55	37	37	41	41	43	25	28	27	27	-	34	37	39	-	42
	OTHER	61	60	61	59	61	66	65	66	67	-	78	79	81	82	80	71	71	72	72	72	77	76	76	74	-	70	71	71	-	71
	TOTAL	52	52	50	49	51	54	55	53	53	-	67	70	70	70	69	56	56	56	56	56	51	54	50	48	-	57	59	59	-	59
11	BLACK	36	35	37	35	37	30	29	32	28	-	34	35	37	40	46	33	31	35	32	38	20	17	21	17	-	33	33	36	-	40
	HISP.	38	38	40	38	40	37	37	38	38	-	49	49	54	52	56	42	41	44	42	44	29	27	33	28	-	44	46	46	-	49
	OTHER	58	58	59	59	59	71	74	76	76	-	78	82	83	83	82	72	76	77	77	77	79	81	81	81	-	74	77	77	-	78
	TOTAL	53	52	53	51	52	59	63	63	61	-	68	70	73	71	71	65	65	66	63	65	66	70	70	66	-	65	67	67	-	67
12	BLACK	33	33	33	34	32	28	26	32	35	-	26	29	30	35	38	36	34	33	39	37	16	20	20	21	-	34	36	39	-	36
	HISP.	36	35	42	38	46	38	39	47	44	-	45	49	52	49	47	40	42	44	43	40	30	33	42	37	-	48	49	53	-	47
	OTHER	57	57	58	56	57	73	73	75	77	-	77	77	77	77	78	74	76	76	75	81	78	78	77	77	-	74	80	79	-	79
	TOTAL	51	53	54	52	50	61	65	66	66	-	67	71	70	68	67	62	65	65	63	63	70	72	73	71	-	64	70	70	-	66

1970 NORMS

GRADE	ETHNICITY	READING					ENGLISH EXPRESSION					MATH COMPUTATION					MATH BASIC CONCEPTS					SOCIAL STUDIES					MECHANICS OF WRITING					SCIENCE				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
9	BLACK	15	14	14	16	15	11	10	11	11	-	14	15	15	18	15	17	15	16	17	16	12	13	12	13	-	11	11	11	-	14	12	12	12	-	12
	HISP.	16	16	20	18	20	11	11	14	13	-	17	20	24	25	24	18	18	23	21	23	15	15	19	16	-	13	13	15	-	17	14	15	18	-	15
	OTHER	52	51	53	51	52	42	42	46	46	-	51	51	54	56	54	51	49	55	55	55	45	44	46	46	-	43	43	47	-	48	53	56	58	-	58
	TOTAL	39	34	35	33	34	28	24	26	27	-	36	35	38	38	37	38	36	36	36	37	33	28	31	29	-	30	29	31	-	32	38	37	38	-	36
10	BLACK	13	14	14	14	18	10	11	12	11	-	14	20	20	19	22	17	19	19	19	21	13	16	14	15	-	10	17	15	-	17	10	15	13	-	15
	HISP.	18	19	19	20	19	15	17	14	18	-	22	27	28	31	31	25	25	28	27	30	19	22	21	21	-	17	19	20	-	21	19	22	20	-	22
	OTHER	56	54	56	53	56	49	49	49	50	-	54	56	60	61	57	61	60	62	61	62	52	51	51	49	-	44	46	47	-	47	59	56	60	-	56
	TOTAL	42	42	41	37	41	35	36	34	34	-	41	44	44	44	43	46	45	45	45	45	36	38	36	34	-	32	34	34	-	33	44	45	42	-	41
11	BLACK	14	13	18	13	17	11	10	12	9	-	18	19	21	23	26	22	21	23	21	25	14	12	13	11	-	14	14	16	-	17	16	12	17	-	15
	HISP.	19	19	22	19	22	15	13	17	16	-	28	28	33	31	34	29	28	31	29	32	20	20	23	20	-	21	23	23	-	25	21	21	24	-	25
	OTHER	56	56	58	57	57	47	50	52	52	-	57	60	61	61	61	63	65	66	67	67	50	53	53	52	-	46	50	51	-	51	57	60	60	-	59
	TOTAL	43	42	46	40	41	35	38	38	36	-	45	48	49	48	47	53	54	56	51	54	39	42	42	38	-	36	38	39	-	38	46	47	49	-	44
12	BLACK	14	14	14	15	13	8	7	12	13	-	12	14	15	18	19	23	21	21	26	24	11	13	13	14	-	13	13	16	-	13	12	13	14	-	14
	HISP.	19	17	19	21	18	16	17	21	19	-	23	27	29	27	26	27	30	32	31	28	19	20	24	22	-	20	20	23	-	20	20	22	30	-	22
	OTHER	54	53	55	52	54	48	48	49	51	-	58	59	58	57	61	63	64	64	65	69	53	53	50	50	-	44	48	46	-	46	59	57	57	-	57
	TOTAL	41	44	43	42	40	34	39	40	40	-	46	50	50	47	46	52	55	55	53	53	40	43	44	41	-	35	39	40	-	36	45	49	51	-	44

Figure 4. STEP MEDIAN PERCENTILES, 1977-78 THROUGH 1981-82, GRADES 9-12, 1970 AND 1978 NORMS.

HOW DOES AISD'S 1981-82 STUDENT ACHIEVEMENT COMPARE TO THE ACHIEVEMENT OF STUDENTS IN PAST YEARS?

- Achievement in grades 1-8 is clearly up across the last three years.
- Achievement in grades 9-12 has changed little across the last five years, but the small changes that have occurred have been mostly downward.

1981-82 Compared to 1980-81. Achievement in grades 1-8 improved by a small amount in 1981-82 over the levels of 1980-81.

- Reading and math changed very little. What changes did occur were in a positive direction.
- Language scores were clearly higher in 1981-82.
- Work-study skills scores were somewhat higher.

Achievement in grades 9-12 changed very little last year.

- Reading scores improved one to four percentile points in grades 9-11, but dropped two percentile points in grade 12.
- Math results were mixed. Math Basic Concepts scores remained the same in grades 10 and 12 and moved slightly upward in grade 9 (+1 percentile) and grade 11 (+3 percentiles). Math Computation scores drifted one percentile lower at each grade.

Retainees. More students were retained at the end of the 1980-81 school year than in previous years. Most retainees were in grades 1, 7, and 9. The impact of this increase in retainees was to lower slightly the median scores in these grades compared to the previous year. There was then a small positive effect upon the medians at the other grade levels.

Longitudinal Comparisons. Elementary and junior high achievement scores have improved noticeably over the past three years in which the ITBS has been administered.

- Language scores have shown the most dramatic rise to levels well above the national average.
- Reading, math, and work-study skills scores are also clearly up over the three-year period.
- Students who were in grade 3 in 1980-81 and in grade 4 in 1981-82 appear to be a noticeably lower achieving group than are students at other grades.

High school achievement has been very stable across the last five years; however, most of the changes which have been noted are in a downward direction. This trend may change as the higher achieving students now in junior high move through the high school grades.

- Reading achievement has declined one to five percentile points across the last five years.
- Math achievement is virtually the same across the last five years, but the small changes occurring have mostly been increases of one percentile point.
- Mechanics of Writing test scores are practically the same across the past five years in grades 9-11. Grade 12 scores are lower across the last two years, but still higher across the last five years.
- Science scores have fallen in all grades during the past five years.

Figures 2 and 4 provide the AISD median scores for past years which were referenced in these summary statements.

HOW LARGE WERE THE ACHIEVEMENT GAINS MADE BY AISD STUDENTS IN 1981-82?

- Reading:
  - The achievement gains of AISD students are greater than normally expected between grades 3 and 8.
  - Achievement gains are less than normally expected between grades 1 and 3, and between grades 9-12.
- Math:
  - The achievement gains of AISD students are greater than normally expected between grades 2 and 8.
  - Achievement gains are less than normally expected between grades 1 and 2, and between grades 9 and 12.
- Kindergarten students demonstrated 9.5 months' growth in language skills in the 7 months between fall and spring testing.

Although AISD students achieve above the national average at all grades, their yearly achievement gains vary by grade level. The gains which are "normally expected" are defined as achievement progress on standardized tests great enough to maintain the same percentile rank from one year to the next. Students who had been enrolled in AISD for three consecutive years and who had not been retained or double promoted during that time were used to measure these gains.

Figure 6 presents a sample of the results. The reading and math gains for three groups of students are graphed. There is some variance in the patterns of achievement across these three years for students in different grades; however, the general trend is for there to be gains in the grades from 3 to 8 and losses in the earlier and later grades. The actual median scores for these continuously enrolled students are presented in Section III, System-wide Achievement Profiles.

Figure 7 displays graphically the gains made by kindergarten students. After entering in September below the national average, they were above the national average on the ITBS Language Test in April.

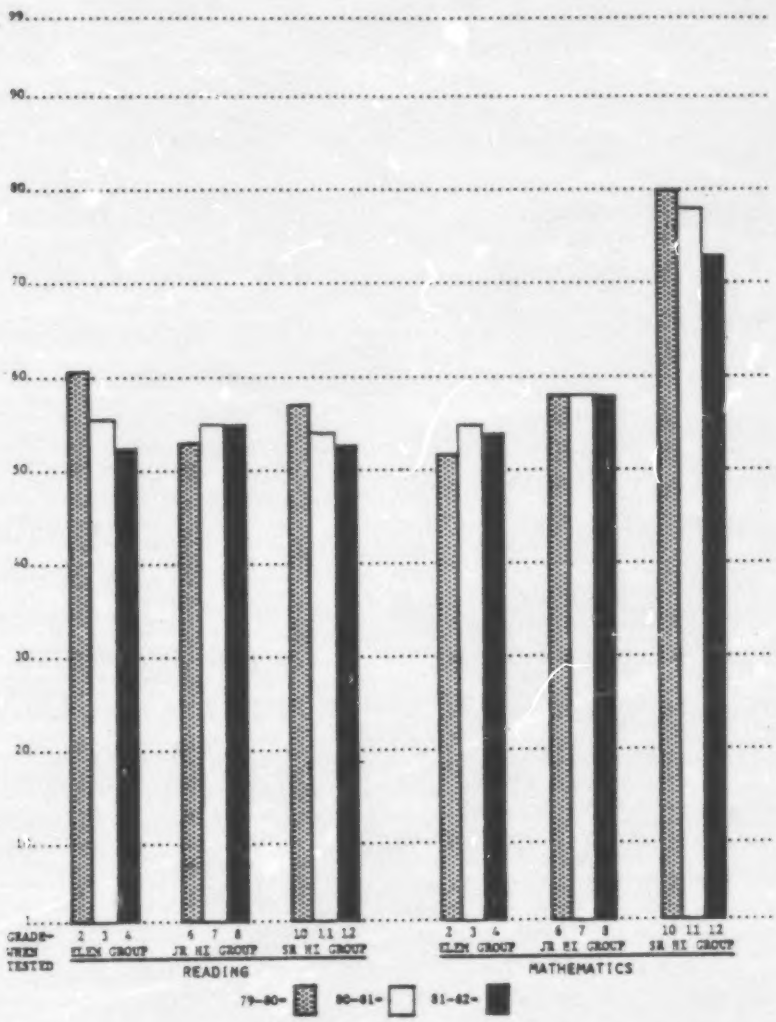


Figure 6. LONGITUDINAL COMPARISON OF MEDIAN PERCENTILES FOR THREE GROUPS OF STUDENTS WHO WERE CONTINUOUSLY ENROLLED IN AISD FROM 1979-80 THROUGH 1981-82. Percentiles based on 1978 norm groups. Scores are for ITBS Reading Total in grades 2-8 and for STEP Reading in grades 10-12. Math scores are for ITBS Math Total in grades 2-8 and for STEP Math Computation in grades 10-12.

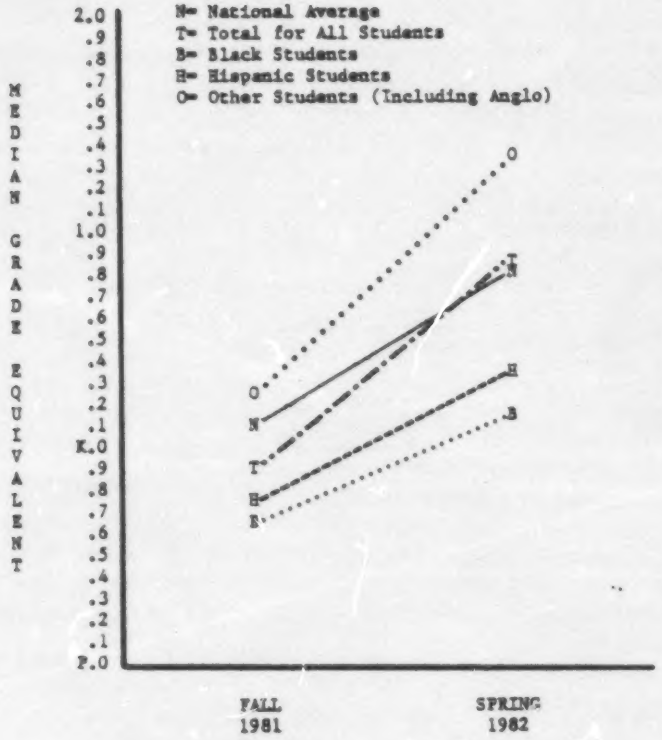


Figure 7. ITBS LANGUAGE TEST GAINS FOR KINDERGARTEN STUDENTS, FALL TO SPRING, BY ETHNICITY.

WHAT WAS THE IMPACT OF THE CHANGE IN THE POLICY FOR INCLUSION OF SPECIAL EDUCATION STUDENTS IN STANDARDIZED TESTING?

- More special education students were tested in 1981-82 than in the previous year.
- There was little change in which special education students were exempted from testing as a result of the new policy.

Each special education student's Admission, Review, and Dismissal (ARD) Committee now determines the participation of that student in standardized testing. When the new policy for inclusion of special education students in standardized testing was adopted, there was one major concern and one major hope for the impact. Concern was expressed that the ARD Committees would label too many students to be tested for experience only so that their scores would not be included in school averages. Hope was expressed that many more special education students who had previously been exempted from testing would be tested for the experience. The concern was not realized--fewer than 100 students who would have been tested for a valid score under the previous policy were tested for experience only upon the recommendation of their ARD Committees. The hope was realized--over 500 more special education students were tested under the new policy.

HOW DID AISD ENTERING FIRST-GRADE STUDENTS PERFORM ON THE METROPOLITAN READINESS TESTS?

The Metropolitan Readiness Tests (MRT) scores of AISD entering first-grade students in 1981-82 were the highest ever recorded and, for the first time, exceeded those of the national norm group in all areas. The median Pre-Reading Composite score increased by four percentile points compared to last year and exceeded the national norm for the third consecutive year.

HOW DO AISD STUDENTS COMPARE WITH OTHERS TAKING COLLEGE ADMISSION TESTS?

Scholastic Aptitude Test (SAT)

- Average scores of AISD students who took the SAT in 1980-81 were higher than the national average on all tests, including both aptitude and achievement. AISD students have scored above the national average on the verbal and math tests for ten consecutive years.
- The average AISD SAT-Math score declined by four points from 1979-80 to 1980-81, while the average AISD SAT-Verbal score remained the same as in 1979-80.
- The general trend in SAT scores over the past ten years has been downward. However, SAT scores of AISD students have declined less rapidly than the national average.
- The group of AISD students who took the SAT in 1980-81 was higher by two percentage points in minority participation than the nationwide group. AISD students, however, reported higher overall grade point averages and higher parental income than the national sample.

American College Test (ACT)

- Fewer AISD students chose to take the ACT in 1980-81 than in 1979-80, continuing a ten-year trend of declining participation in the ACT.
- AISD mean scores for all subtests of the ACT were lower in 1980-81 than the means for the national sample. Scores for both AISD and the national sample have declined since 1972-73, with AISD scores declining more sharply.

WHAT DO AISD TEACHERS AND ADMINISTRATORS SAY ABOUT BASIC SKILLS ACHIEVEMENT?

One half of the teachers and administrators were surveyed in the spring of 1982.

- 63% agreed that the District's emphasis on basic skills has been effective in improving the basic skills of AISD students.
- 52% agreed that the emphasis on attendance has helped to improve students' basic skills. 28% did not agree.
- 39% of the teachers and 50% of the administrators agreed that the minimum competency requirements for graduation have been effective in improving students' basic skills. 14% did not agree.

HOW DO 1981-82 AISD DEMOGRAPHIC DATA COMPARE TO PAST YEARS?

Membership

The average number of students enrolled in AISD declined in 1981-82, following a general pattern over the past six years. However, the rate of decline in 1981-82 was 1%, slower than the 5% rate of decline in 1980-81 and the 2% rate in 1979-80.

Attendance

- The overall 1981-82 District attendance rate (93.2%) was the highest in eleven years.
- Junior and senior high attendance both increased, reaching 93.2% and 91.5% respectively.
- Elementary attendance held even at 94.2%.

School Leavers

School leavers are students who withdraw from AISD during the school year and are not known to go to other schools. The school-leaver rate in 1981-1982 fell to 2.7%, the lowest in three years.

Graduation Rates

The percentage of ninth- through twelfth-grade students who graduated in 1981-82 was 19.8%, up slightly from 19.6% last year and the highest in the eleven years that graduation rates have been calculated.

WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO DETERMINE IF BASIC SKILLS HAVE IMPROVED IN AISD?

In addition to looking at District achievement in the basic skills areas, it is important to examine the success of special programs which share the goal of improving basic skills achievement. The reader is urged to refer to the 1981-82 findings of the following special programs.

Program	Section in 1981-82 Evaluation Findings
High School Graduation Minimum Competency Requirements	V
ESEA Title I	XIV
ESEA Title I Migrant	XV
Local/State Bilingual	XVI
State Compensatory Education	XVIII

A study of the overlapping of services to the same students by multiple special programs showed that overlaps decreased in 1980-81, when the number of students served by more than two such programs dropped by about 75%. In 1981-82, the number of students served by more than two special programs continued to be much lower than before 1980-81.

Analysis of AISD students' peformance on the Texas Assessment of Basic Skills (TABS) shows the following.

- From 1980 to 1982, the general trend in scores has been upward, with the most improvement at grade three.
- Although White students still outperform Hispanic and Black students, overall gains for minorities over the past two years were greater than the gains for White students.
- AISD's minimum competency requirements for graduation are higher than the state-adopted minimum competency level for the TABS.

81.30
(81.11)

Miscellaneous ABSTRACT

Title: How To Read an ITBS Student Skills Analysis

Contact Person: Patsy Totusek

No. Pages: 13

Summary:

This is a handout developed to provide information to anyone wanting to find out how to make the most use of the ITBS Student Skills Analysis. It was distributed mainly to teachers and principals.

The handout consists of two sections:

- How to Read an ITBS Student Skills Analysis
- Using The Individual Student Skills Analysis to Better Instruction

81.30
(81.15)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: Basic Skills, 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 14

Summary:

The evaluation design is a one-year plan of evaluation work for this project. It provides a brief project and evaluation summary, and identifies the decision and evaluation questions to be addressed, other information needs, dissemination plans, resources required, and information sources to be used.

In May, 1976, the Board adopted a formal set of priorities for the District for the 1976-77 school year. One of these stressed improving student performance in reading and mathematics. This emphasis on basic skills has continued up to the present. The District's Five-Year Plan for Accreditation, which went into effect for the 1980-81 school year, calls for improvement in the same basic skills areas.

The Basic Skills evaluation will focus on two primary areas during the 1981-82 school year:

- student performance in basic skills as measured by standardized achievement tests.
- student attendance, school-leaver, and graduation rates.

For the most part, the evaluation efforts will be concentrating on data that already exist or are routinely collected during the year. This includes achievement test results; results for AISD students who take the SAT and/or the ACT; attendance, school-leaver, and graduation records.

81.30
(81.24)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: Systemwide Evaluation 1981-82

Contact Person: Glynn Ligon, Kevin Matter, Nancy Baenen

No. Pages: 500

Summary:

The Final Technical Report is a detailed account of the instruments used in data collection, and the purposes, procedures, and results of the data collection effort. The information presented in this volume relates to the District's Five-Year Plan for Accreditation, which emphasizes improving student achievement in basic skills, with a special focus on low SES and minority student achievement.

The technical report is organized around data collection sources and includes the following appendices:

Appendix A: Scholastic Aptitude Test (SAT)
Appendix B: American College Test (ACT)
Appendix C: Preliminary Scholastic Aptitude Test (PSAT)
Appendix D: Sequential Tests of Educational Progress (STEP)
Appendix E: Iowa Tests of Basic Skills (ITBS)
Appendix F: Metropolitan Readiness Tests (MRT)
Appendix G: Texas Assessment of Basic Skills (TABS)
Appendix H: Teacher Survey
Appendix I: Administrator Survey
Appendix J: Accreditation Status Report
Appendix K: District Attendance Records
Appendix L: District Graduation Records

81.30
(81.25)

Brochure ABSTRACT

Title: Talking to Parents About Test Scores (Junior High)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 8

Summary:

This brochure provides answers to some basic questions which a) teachers might ask when preparing to report test scores to parents and b) parents might ask about their child's score on a standardized test. AISD junior high 1981 median ITBS math and reading scores are provided for comparison of individual students' scores to the District average.

Comments:

- This is a revised edition of publication 80.41. The revisions made reflect the changes in scores on the Iowa Tests of Basic Skills.
- See publication 81.27 for a similar brochure for elementary students.

81.30
(81.27)

Brochure

ABSTRACT

Title: Talking to Parents About Test Scores (Elementary)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 8

Summary

This brochure provides answers to some basic questions which a) teachers might ask when preparing to report test scores to parents and b) parents might ask about their child's score on a standardized test. Median AISD elementary ITBS scores in math and reading for 1981 are provided for comparison of individual students' scores to the District average.

Comments:

See publication 81.25 for a similar brochure for junior high school students.

81.30
(81.28)

Brochure

ABSTRACT

Title: Achievement Testing in Austin Schools, 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 4

Summary

This brochure describes the achievement tests and the language fluency tests used in the Austin Independent School District to measure the development of basic skills in math and reading and fluency in the English language. Included in the brochure are descriptions of:

- the Iowa Tests of Basic Skills, Level 5 Language Test, which is given to all kindergarten students in the fall;
- the Metropolitan Readiness Tests which is given to all first graders in the fall;
- the Iowa Tests of Basic Skills which is given to all kindergarten through eighth-grade students;
- the Sequential Tests of Educational Progress which is given to all ninth- through twelfth-grade students;
- the Primary Acquisition of Language (PAL) test which is used to measure students' fluency in oral English in kindergarten through sixth grade;
- the Language Assessment Battery (LAB) which is used in grades seven through twelve to measure language dominance;
- the California Achievement Tests and the Comprehensive Tests of Basic Skills, which are used to further assess reading and language skills of certain students in grades 2-12 who have taken the PAL or LAB; and
- the relationship between Austin Independent School District's achievement testing program and the high school minimum competency graduation requirement.

Comment:

This is a revised edition of publication 80.60.

81.30
(81.31)

Newsletter ABSTRACT

Title: Nuts and Bolts of Testing 1981-82. Bulletins for Building Test Coordinators and Principals.

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 19

Summary:

This is a periodic newsletter for building test coordinators. There are separate sets of issues for test coordinators in elementary schools, junior high schools, and senior high schools. The issues summarize topics discussed at meetings, answer questions from building test coordinators, announce future meetings, and provide current updates on issues related to testing, etc.

The number of issues for each level in 1981-82 was:

K-12 - 1
Elementary - 7
Junior High - 3
7-12 - 1
Senior High - 3

81.30
(81.39)

Brochure

ABSTRACT

Title: Your Child's Scores In Basic Skills - Iowa Tests of Basic Skills, AISD Elementary Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

This brochure is sent to the parents of all students in grades one through six who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores. A Spanish version is also available.

Comments:

This is a revised edition of last year's publication 80.76.

81.30
(81.40)

Brochure

ABSTRACT

Title: Your Scores in Basic Skills - Iowa Tests of Basic Skills, AISD Junior High Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each junior high school student who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test, the test scores, and high school graduation minimum competency requirements.

Comments:

This is a revised and updated edition of last year's publication 80.75.

81.30
(81.41)

Brochure

ABSTRACT

Title: Your Scores in Basic Skills - Sequential Tests of Educational Progress, AISD High Schools, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each high school student who took the Sequential Tests of Educational Progress (STEP). Each student's STEP scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the tests, the test scores, and competency requirements for graduation.

Comments:

This is a revised and updated edition of last year's publication 80.74.

81.30
(81.46)

Occasional Paper ABSTRACT

Title: 1. Develop Your Own Practice Test When . . . a) You Change Achievement Tests; b) Your Needs are Unique; c) You Don't Have Much Money; d) All of the Above.

Contact Persons: Catherine Christner, Kevin Matter, Glynn Ligon

No. Pages: 15

Summary:

Practice tests were developed in an urban school district as a result of changing the standardized achievement tests given in grades one through eight. The Iowa Tests of Basic Skills, normed in 1978, were chosen to replace the California Achievement Tests, normed in 1970. This paper details the reasons for the development of the practice tests, as well as the actual development process. Finally the success of the practice tests is judged in terms of district personnel's responses to its actual use.

Comments:

This paper was presented at the 1982 annual meeting of the American Educational Research Association in New York.

81.30
(81.59)

Occasional Paper ABSTRACT

Title: Warning! Iceberg!: A Checklist of Issues Related to Changing Achievement Tests

Contact Person: Glynn Ligon

No. Pages: 8

Summary:

When your test booklets are all dog-eared and coming unstapled, when you have marked all five answers to some items in the booklets because students have marked the "correct" choice, when your college-bound seniors are scoring at the 25th percentile because you are still using 1965 norms, when half the teachers have copies of the test in their desks, and when older students support their habits by selling test items to freshmen, then you finally get up the nerve to face changing achievement tests. Every ounce of energy is focused on two tasks—selecting a replacement and obtaining the money to purchase it. When this happened in the Austin Independent School District, we discovered that these two tasks were just the tip of an iceberg. Literally hundreds of smaller tasks, issues, and decisions loomed below.

The selection of a new achievement test and the securing of the funds to purchase it are indeed the overriding concerns of systems changing tests. During the transition, hundreds of smaller decisions must be made—many of these involving changes necessitated by the new test but unanticipated beforehand. To ensure a successful transition, these decisions must be anticipated to allow planning to take place. The experiences of Austin's school system can be of great assistance to others, not so much in providing answers, as in identifying the issues which must be addressed.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982.

81.30
(81.60)

Occasional Paper ABSTRACT

Title: Anomalies in Achievement Analyses

Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 14

Summary:

The explanation of standardized achievement test results is not a simple process, particularly when unexpected anomalies or mystifying inconsistencies are present in the data. This paper pulls together these anomalies, along with some questions which often confuse teachers and other school staff. A practitioner's perspective is taken to assist researchers and evaluators in understanding when an inconsistency is an error and when it is an explainable anomaly.

Comments:

This paper was presented at the American Education Research Association meeting in New York, New York in March, 1982.

81.30
(81.61)

Occasional Paper ABSTRACT

Title: Preparing Students for Standardized Testing: A Literature Review

Contact Person: Phil Jones, Glynn Ligon

No. Pages: 8

Summary:

This literature review focuses on three variables which affect students' achievement scores and which can be manipulated prior to test administration. They are (1) testwiseness, (2) practice tests, and (3) test practice.

Testwiseness is a student's ability to enhance his or her score by using strategies independent of content knowledge. Testwiseness can be measured and taught, is only mildly related to general intelligence, increases with maturation, and is unrelated to sex. Although testwiseness skills can be taught (and the reliability and predictive power of some tests may be thus enhanced), the effects of such instruction do not last long and may vary with the type of skill being taught. Some of the implications of these research findings bearing on public school administration are explored in this paper.

Taking one standardized test for practice was found to improve scores on a subsequent test up to two months later. Any further test practice was found to produce no further improvement.

No research was found describing the effects of practice tests on student performance or on the reliability or predictive power of the associated test.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982.

81.30
(81.62)

Occasional Paper ABSTRACT

Title: Preparing Students for Standardized Testing: One District's Perspective

Contact Person: Glynn Ligon, Phil Jones

No. Pages: 8

Summary:

In our school system with 80 schools, we found 80 approaches to preparing students for their annual standardized achievement test. So that comparisons of achievement test scores across campuses would be unaffected by variations in these test preparation activities, we set out to standardize all testwiseness instruction and practice testing across the school system.

An appropriate preparation activity was defined as one which meets two criteria. It must:

(1) contribute to students' performing on the test near their true achievement levels, and
(2) contribute more to their scores than would an equal amount of regular classroom instruction.

This paper identifies appropriate testwiseness skills to teach. The bases for these distinctions were two:

(1) a review of the research literature on testwiseness (see ORE publication no. 81.61), and
(2) an informal study of the testwiseness cues helpful in taking the Iowa Tests of Basic Skills.

Test practice is advocated; however, the use of full-length standardized tests for practice seems a poor use of valuable instructional time. Instead, teachers are encouraged to make their own tests more like standardized tests.

Preparing students for standardized tests is important. Students need and deserve to know what the tests are, why they are taking them, and why they are important. The classroom teacher is the key person in standardizing preparation procedures. Locally developed materials for teachers to use to this end are described and made available.

Comments:

This paper was presented at the American Educational Research Association meeting in New York, New York in March, 1982.

81.30
(81.64)

Miscellaneous Document ABSTRACT

Title: Packet for the Preparation of Students for the ITBS: Kindergarten

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 5

Summary:

This packet is intended to help standardize the way that kindergarten students are prepared to take the Iowa Tests of Basic Skills. It consists of the objectives for three presentations.

The documents, in the order they are to be presented are:

1. Introduction to Standardized Testing
2. Testwiseness
3. Being Prepared for Testing

These documents have scripts which teachers may use as a guide for presenting the objectives.

Comments:

- See publication 80.63 and 80.70 for similar documents for first through eighth graders.
- See publication 79.26 for more complete information on AISD Practice Tests.

81.30
(81.69)

Brochure

ABSTRACT

Title: Your Child's Scores in Basic Skills - Iowa Tests of Basic Skills, AISD Kindergarten, School Year 1981-82

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 4

Summary:

This brochure is sent to the parents of all kindergarten students who took the Iowa Tests of Basic Skills (ITBS) in the spring. Each student's ITBS scores are printed on the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores. A Spanish version is available also.

BOARD OF TRUSTEES

Ed Small, President

Manuel Navarro, Vice President

Nan Clayton, Secretary

Steve M. Ferguson

Peter W. Werner, M. D.

Larry G. Waterhouse

Abel R. Ruiz

SUPERINTENDENT OF SCHOOLS

Dr. John Ellis

DIRECTOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley